

The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE
CHURCH SCHOOL
TEACHER

VOL. XIX No. 2

FEBRUARY 1950

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In This Issue

By L. H. WESTBERG

FEBRUARY is *audio-visual month* for THE CHURCH SCHOOL TEACHER. So, we have tried to pack the issue with facts and practical suggestions about this fascinating subject. Many of the articles deal with projectors, filmstrips, slides, and other inanimate material. But the place of the teacher in the audio-visual program is not overlooked. When you have read the issue, we believe you will feel that you have been in the company of persons writing from study and experience.

The Cover

Bruce Sifford, manager of the Augustana Audio-Visual Service, assisted by his associate, Warren Holman, photographed the cover picture. The pupils and teacher shown in the picture are members of a Minneapolis Sunday school.

Children Co-operate

I think you will be interested in the technique used to get the picture. Mr. Holman, facing the group, acted as the "screen." (Since the picture had to be taken in a lighted room no visual was being projected). He explained to the boys and girls that he would attempt the feat of counting audibly a series of consecutive numbers, first forward and then backward, without a mistake.

Could he do it? As the picture shows, the class was intent on catching a slip. Starting with the number *one* Mr. Holman counted to *ten*, then back to *one*. Next came the more difficult trick of counting from *eighty* to *one hundred* and back again. It was during the descent that the moment arrived. Mr. Sifford *clicked*.

From Your Director

L. H. WESTBERG

Augustana Lutheran Church

OCCASIONALLY I am asked by pastors and teachers to report on the status of intersynodical co-operation in parish education projects. Perhaps THE CHURCH SCHOOL TEACHER readers would like to know what is being done.

I can report that the co-operation between the several boards of parish education has not stopped with the publication of *The Christian Growth Series*. This is the Sunday-school material edited and published jointly by the American Lutheran Church, the United Lutheran Church, and the Augustana Lutheran Church.

Parish Education Month

One result of our continued co-operation will be disclosed during 1950 Parish Education Month. The boards of parish education of the National Lutheran Council churches will integrate their promotional material around a common poster and the common theme, *Forward in Parish Education, Come, Learn, Serve with Us*.

The business of joint publication of Sunday-school papers is also gaining momentum. At an autumn meeting of representatives

from the boards of parish education and the publishing houses it was agreed to begin preliminary work on a paper for juniors. A committee was appointed to formulate general editorial plans and to work out sample layouts for the examination of the boards and the publishers. I know that assigning something to a committee is often tantamount to giving it a quiescent burial. But really, this committee is working. I think you will see a new junior paper soon.

The Nursery

Our office has been receiving questions about nursery teaching materials and nursery messages. Is there any new material?

A new book for teachers and accompanying leaflets for pupils will be off the press in the spring of 1951. It will be a substitute for the present *Little Visits With Jesus* leaflets and *In the Nursery* teachers' manual.

A new packet of nursery messages has been published. This gives us two packets. One is the older *Nursery Department Packet* by Marion Poppen Athy. The new material is called *Nursery*

Roll Messages by Eleanor M. Stelzner.

The new packet contains twelve messages to be sent to the parents of nursery children from birth to the age of three, a note of congratulation, three birthday cards, and an invitation to the child to attend the nursery class. The packet has been prepared:

"1. To help parents guide the spiritual growth of their little children.

"2. To provide a concrete, practical channel through which the church can minister to the spiritual welfare of its children.

"3. To give a specific regular contact between the church and the home."

Direct From the Director

By R. A. VOGEELEY

American Lutheran Church.

HOW many teachers will you need in your school next fall? Now is a good time to discuss this problem. If you have been having a Pre-service Training Class you are already preparing to meet the needs as they will develop in your church. It is not too late to start a special training class if one has not been in progress. Some of the people in your training class may be able to help in your Vacation Church School this summer.

New Vacation Church School Lessons

This spring you will be able to examine the American Lutheran Church's new Vacation Church School Lessons based upon the

Apostles' Creed. The name of this series is *My Christian Faith*. It follows in main the pattern which has been established by *Beautiful Savior* and *God's Law*. However, there is one important addition. Instead of having lessons prepared for *three* departments, Primary, Junior, and Intermediate, there will be material for *four* ages of children, Kindergarten, Primary, Junior, and Intermediate.

The lessons for the pre-school child will always parallel but will not always be the same story as the one used with older children. It is extremely difficult to make these lessons uniform throughout. We want to use the simplest and most

applicable stories in the Kindergarten Department. We want to integrate the other lessons with our proposed *American Uniform Sunday School Lessons*, and build the work on some basic knowledge which the children should have by the time they are in the Primary or Junior Departments.

Plan to use *My Christian Faith* in your Vacation Church School this spring or summer.

A Teaching Church

Additional topics in the series of ten on "A Teaching Church" are now available from your District Parish Education Committee member. The first topics released were on "The Purpose of Chris-

tian Education," "The Home," and "The Vacation Church School." Other topics are "The Sunday Church School," "The Weekday Church School," "The Confirmation Classes," and "The Adult Classes."

If you have not used these topics at your workers' conferences or at some other meeting in your church, contact your Board of Parish Education or your District Parish Education Committee member in your Conference for further information.

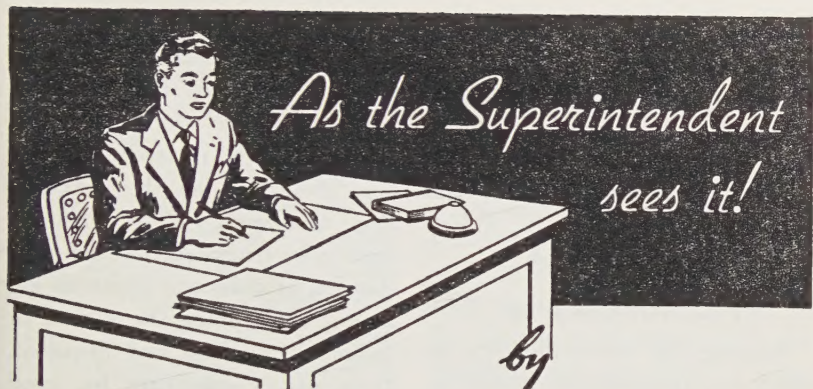
Keep in mind our 1950 Parish Education theme, "Forward in Parish Education: Come, Learn, Serve with Us."

You Will Hear More About This

More than eight denominations are now co-operating in planning and producing audio-visuals for use in leadership training.

Among the subjects being treated are:

1. Leaders for your church.
2. Why teach?
3. How pupils differ.
4. How learning takes place.
5. Goals of Christian education.
6. Pre-class preparation.
7. Rooms and equipment.
8. Ways of teaching.
9. The teacher continues to grow.
10. The superintendent and his work.



Movies vs. Slides and Filmstrips

MAYNARD C. WELLINGTON

*Pastor, Bethlehem Lutheran Church
Wahoo, Nebraska.*

THE use of visual aids in the church and in the church-school program has constantly been on the increase. It is equally true that more and more churches are purchasing movie projectors, and slide and filmstrip projectors. This is certainly a commendable trend, but while we are purchasing projectors, we do well not to overlook the value of visual aids that have been used and are always in order such as flannelgraph, pictures, maps, etc.

Visual Aids No Panacea

There is likewise a tendency on the part of many congregations to envy other congregations who have

projectors available and who are beginning a visual-aid program in terms of movies, slides, and filmstrips. This is mentioned to remind us that there will be no magic transformation of any church school or congregation merely because they have such equipment to use. There are too many who have the strange concept that introducing such a program of visual aids will solve all of their problems whether it be discipline or otherwise. The use of these visual aids is too often considered in terms of a novelty, just something different. It is a mistake to anticipate unusual results

merely by showing pictures without any particular thought given as to purpose or to a long-time program. Any visual-aid program must be carefully planned. We need to ask ourselves: "Why are we showing these pictures? What do we hope to accomplish?"

Projectors Compared

Keeping the above thoughts in mind, any congregation launching out on an extensive visual-education program should consider various things before purchasing equipment. There are two types of projectors which are good for visual education. The first is the slide and filmstrip projector; the second is the movie projector. Usually the first impulse of a congregation is to think in terms of the movie projector. When the cost is investigated, it means an investment of approximately five hundred dollars. Often such an amount seems so high that the whole idea is forgotten. This is a great mistake if we have not investigated the slide and filmstrip projector. There are several such projectors available at a cost considerably less than one hundred dollars. It is suggested that this be the starting point as far as purchasing equipment for visual aids in the church is concerned.

It is generally conceded that for educational purposes, the slide and filmstrip projector has far more value than the movie projector. With slides and filmstrips one can hold the image on the screen as long as desired. Here again we need to be reminded that the mere showing of slides and filmstrips has no real value unless the purpose or lesson is explained and discussed. It is not a substitute for good teaching, it is an aid. An aid is of little value unless it is used properly.

Planning Film Purchases

Perhaps you are asking what slides or filmstrips are available? If you do not have a catalog, write your audio-visual department of your publishing house. Much excellent material is now available for various seasons such as Christmas and Easter; filmstrips on the Ten Commandments; and soon filmstrips on the Creed will be available. (*Since Pastor Wellington wrote his article the Creed has been finished.* EDITOR.) Here again each congregation must plan its program *before* proceeding and then make its purchases accordingly. If every church were to purchase all of its own slides and filmstrips, a considerable investment would be involved. In some

cities the Council of Churches makes a listing of all slides and filmstrips available in each church, and a mutual plan of exchange is worked out or a slight rental is charged. As initial planning for the use of visual aids is made, the question should be asked: To what extent will they be used by the Sunday school, confirmation classes, for missionary purposes, Luther League, etc.? Teachers in the church school should look over their lesson material well in advance so as to have visual-aid material on hand when needed. The visual aid has little value unless associated with the lesson.

Cost and Use Compared

In regard to the movie projector and its cost, no church should make such an investment until it has carefully planned the use that will be made of it. In many places there are schools or other agencies which would gladly permit church use of equipment free of charge or for a small rental charge. The only difficulty is that one can not always obtain the use of the equipment when it is desired. One thing to make sure of is that one uses good projection equipment, as well as a good projectionist. Many good movies used in the church lose their message

and meaning when poor equipment is used, or someone does not know how to operate it. This is important because anyone who attends movies in the theater is used to the best and is disappointed when either the sound or the visible picture is defective in any way. It is to be remembered, however, that it is not the purpose of the church to compete with the theater; that by itself is poor motivation. Movies in the church should not be shown merely for entertainment.

Another factor to consider in the use of the movie projector is the high rental cost of most films. This again necessitates careful planning, for indiscriminate selection of films will achieve little results. If, however, a church is in a position to purchase a movie projector, and carefully plans its program in advance, it can profit immeasurably. More and more excellent films, produced specifically for the church, are becoming available. Whenever a congregation can afford a movie projector as well as the slide and filmstrip projector, it certainly should be encouraged to do so, always keeping both cost and purpose in mind.

In purchasing either type of equipment, nothing but the best

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The Use of Visual Aids in Catechetical Instruction

By ARNOLD H. JAHR

Pastor, St. John Lutheran Church, Bellevue, Iowa.
Secretary, Committee for Visualizing Luther's Catechism.

CATECHETICAL classes offer us some of the finest opportunities for the use of visual aids in the local congregation. Generally we are working under more favorable classroom conditions than we are in either the Sunday school or vacation Bible school. We have children of a definite age group (11-14). We experience no interference from other classes meeting in the same room at the same hour as is so often the case in the Sunday school. Furthermore, we have more time at our disposal for each lesson.

The Up-to-Date Method

There are other factors which make the use of visual aids in teaching the catechism not only practical and desirable, but also well-nigh imperative if we hope to make our instruction as effective as possible. We have before us pupils of a very impressionable age. They are greatly influenced by what they see and that which can be made concrete for them. They have been

conditioned to that in the school-room, where in most instances now audio-visual aids are generously employed. If the church fails to make use of similar teaching methods she appears to be out-of-date in her teaching, and the child may associate the subject of the Christian religion as being therefore out-of-date, also.

And certainly we should use the best methods in teaching the most important subject to be imparted to these children in their lifetime. In teaching the catechism we are dealing with life at its grass roots. Not only are we concerned with the physical and visible aspects of life, but with the whole of life, with that which lies back of man's actions and attitudes. It is vitally important, therefore, that we make our catechetical instruction as effective as possible.

Classifying Subject Matter

We may classify audio-visual aids available for teaching the catechism according to subject matter:

(1) Providing Biblical background; (2) Applying these Bible stories and Bible truths to life.

Films on Bible Truths

Under visual aids providing Biblical background we would include the Bible stories filmed by Cathedral Films, Church-Craft Pictures, and a few other producers. Some of the productions by Cathedral Films should be classified as presenting Bible truths rather than Bible stories, and if that is understood, and if they are presented in that way, they can serve a good purpose in catechetical instruction. Church-Craft's motion pictures, "The March of Truth Films," are definitely Bible stories. Numerous slides and filmstrips providing Biblical background are available. For a practical listing of these with definite suggestions as to their employment in teaching the catechism we refer you to "Revised Guide to the Use of Visual Aids in Catechetical Instruction," and the Supplement to this Guide, available for 25 cents from Wartburg Film Service, Waverly, Iowa. Of course, there are many non-projected visual aids such as flannelgraphs, flat pictures, maps, and the blackboard which can and should also be employed in presenting the Biblical background.

Suggested Filmstrips

In making application to life we might refer to filmstrips such as: "Why Do We Live?," "The Ten Commandments Visualized," "The Apostles' Creed Filmstrips," "The Christian Family," "A Christian and His Money," "Let Us Give Thanks," and many others. Under motion pictures should be mentioned: "Salt of the Earth," "Like a Mighty Army," "Go Forth," "Power of God," "We Too Receive," "Thy Kingdom Come," "Messenger of Peace," and others. Here again we refer you to the Guide mentioned above. There are also filmstrips and films of a more secular nature which, if judiciously employed, can serve as effective aids in catechetical instruction. In the use of such material the instructor will carefully prepare the pupils for the showing, and after the visual aids have been presented will discuss them from the Christian point of view.

Building the Film Library

Since the catechism is taught every year, it is advisable to purchase certain filmstrips and slides and thus build up your own library. Generally, motion pictures will have to be rented, but filmstrips and slides should be purchased. Because teaching the catechism is

so basic we suggest that from year to year each congregation should add to its visual aids library, keeping especially its catechetical instruction needs in view. Practically all visual aids usable in the study of the catechism are also usable in Sunday school, vacation Bible school, and in many programs of the organizations of the congregation. That is but natural, for as we have stated above, when we teach the catechism we are at the grass roots of life.

Furthermore, if you keep your catechetical instruction needs in mind as you purchase visual aids you will find that your library develops in an orderly and well-balanced fashion.

The needs in this field at the present time are for more Old Testament Bible story filmstrips. Other filmstrips making application of Bible truths to life are being provided increasingly by commercial producers, and even more

specifically by church organizations themselves.

More Films to Come

The Committee on Visualizing Luther's Catechism has provided "The Ten Commandments Visualized," "The Apostles' Creed Visualized," and is presently engaged in writing scenarios for visualizing the Lord's Prayer. Visualizing the Sacraments of Holy Baptism and the Lord's Supper will follow in due course.

The choice of visual aids in teaching the catechism is becoming ever wider. Use these tools in one or more of the following ways, dependent upon the type of visual aid you have at your disposal: (1) To introduce the subject; (2) To present the Biblical background; (3) To make application to life; (4) To review and discuss.

May audio and visual aids help you in teaching more effectively the most important lessons that can be taught.

Next Month

Next month look for the quarterly helps for teaching the *Christian Growth Series*. There will be a *help* for your department.

Effective Use of the Audio-Visual Method

By WARREN L. HOLMEN

Audio-Visual Service, Augustana Lutheran Church.

IF the church is going to make effective use of the audio-visual method in teaching, it must bend every effort toward proper selection of material and the efficient use of equipment.

This is a matter of importance because our people, particularly the young people, are constantly coming in contact with visual aids, properly employed. Presentations in the church must be of a quality that can stand comparison with those in other situations.

Increased Use of Films

Children in school, young people in college, and adults in the business world are given the opportunity to see the audio-visual method used in many ways. Since the end of the war many different groups have begun, or have increased, the use of motion pictures and related media in their respective programs. In public schools, children receive much of their instruction by means of the motion picture. In college, advanced subjects are taught in this interesting

and effective manner, and in the commercial world products are sold and good public relations strengthened through the use of motion pictures.

These groups have all found that in order to realize the greatest accomplishment, certain requirements must be met. In most instances this has involved only careful attention to the practices proved reliable by the motion-picture industry during its early development. Some phases of the educational field do not have their counterparts in the entertainment picture field, and very special considerations are required for them. However, from a standpoint of equipment and its operation, it is certainly advantageous to accept the proven techniques developed in the commercial 35-mm field.

The Common Denominator

A common denominator which should be found in all links of the audio-visual chain is *good workmanship*. Good workmanship is expected of the engineers and ma-

chinists who build the cameras, projectors, and other equipment used in the industry. It is also expected of those who produce slides or motion pictures, and it is expected of those who operate projection equipment..

It is certainly true that this chain is no stronger than its weakest link. The manufacturers of production equipment have a fine record of achievement, offering equipment built according to extremely high technical standards. In the projection equipment field, we find that the standards set by the 35-mm industry have not been adhered to by some manufacturers, usually in an effort to lower the prices on their products. The producers of visual aids have many factors to contend with, and it is quite obvious that quality of visual-aid production varies greatly throughout the industry.

Two Classifications

There has been a tendency to consider only the motion picture as a teaching medium, placing the slide and filmstrip in a secondary position. Careful analysis will reveal that the line of demarcation between the two is not sharply fixed. The entire field of audiovisual materials, including the

entertainment films is divided into two classifications. The most common is the theatrical, or artificial-reenactment type. Most entertainment films, from slap-stick comedy to deep and serious drama, are found in this group. In the religious field, motion pictures in this group include almost the entire library available today: Cathedral, Church-Craft, and the presentations of the Missouri Synod. In this type of film we have a powerful force which can be used effectively to establish attitudes and mold opinion. Direct teaching quality is a secondary factor in the theatrical film. Slides and filmstrips can not very well be included in this classification because they can contribute very little where dramatic material is involved.

The Objective Film

The second type of film which is coming into wider use in the church is the objective film. These are often more dramatic than the theatrical type, but depend upon natural occurrences, or things as they really are, for their dramatic impact. Scientific films are in this group, as well as informational and instructional films of many kinds. Outstanding examples are

the Sermons from Science of the Moody Institute of Science, such as "The God of Creation." The real teaching tool of the church is found in the objective film.

Static Pictures

It is in the field of the objective film that the slide and filmstrip are able to make their definite contributions. The *objective* filmstrip and the *objective* motion picture are to be considered in the same classification. They both present facts and illustrations of facts, the only difference being that motion is available in motion pictures. It is true that even in a properly executed motion picture a large part consists of static photography. When material is chosen for preparation of a filmstrip, consideration must be given to the desirability of motion. A considerable segment of the material with which we deal in the church school can be adequately presented in still pictures, the slide and the filmstrip.

Commentary and music are now available to the producer of filmstrips, integrated with automatic split-second timing to the advancement of the series of pictures or illustrations. Surely, with its many new enhancements, the untapped resources of the filmstrip should be developed.

Theatrical-Objective Combination

Returning now to the over-all field of visual aids, a statement is in order on the combination of the two branches, theatrical and objective, into one film. This can be successfully carried out to some degree in the filmstrip, but it has its most potent effect in the motion picture. This combination has been called the documentary. An example of one of the many variations of this form is the film which was selected as the outstanding production in the religious field during 1948, "Answer for Anne," produced by the National Lutheran Council for Lutheran World Action.

Many of the considerations which have a bearing on the effectiveness of a visual-aid presentation are the responsibility of the producer, or those who determine production techniques. There is, however, one link of the chain that can be strengthened by good workmanship in the local situation. It is only when good projection techniques are employed that optimum teaching value is to be attained from good materials.

Good Equipment Essential

Good equipment is one of the essentials of good projection. It is

obvious that inferior equipment can not produce good results. It would be a wonderful thing if we could say that all manufacturers have realized this, and have allowed this to be a fundamental rule in their business. However, this is not true. It can not even be said of the manufacturers who charge the highest prices for their machines.

The expenditure of funds is a very important consideration in all congregations. It is quite natural then, that the church has more or less expressed the attitude that the dollar and cents price of equipment is the determining factor. This has led the manufacturers to bend every effort toward making equipment as inexpensively as possible, and in some cases this has caused a lowering of standards for equipment that is used in the church field. When mechanical standards are reduced too far, whether they be in production or projection equipment, the result is always a reduction in effectiveness of the material involved. A slide projector may have a lens and optical system which allows a very fine picture to be projected on the screen, but if it is awkward to operate or unreliable in framing, or unstable as far as rock-steady

rigidity goes, the presentation is marred by the fact that those who view it are made aware of the machinery, and this detracts greatly from the teaching ability of the material used. There is not a slide or filmstrip projector in common use today that is able to rate very high when all of the factors that make a good projector are considered.

Considering Projectors

In 16-mm motion picture projectors, such as are used in the church, the situation is very much better. The carbon-arc projector, at least that of one manufacturer, incorporates everything to make it possible to obtain optimum results from the presentation of motion pictures. More carbon-arc projectors should be in use, especially in the larger churches and parish-building auditoriums throughout the church.

The smaller, portable 1000-watt projectors can be fully as effective as the arc when properly used for smaller groups. No one machine has *all* of the advantages to be found in projectors, and likewise no one machine has all of the disadvantages. There are several, though, that incorporate design elements which place them in the undesirable category. The merit of

a projector can be determined by taking into consideration a number of factors: clear, steady, flickerless pictures; high fidelity sound; solid construction; quiet mechanism; ease of setup and operation; and adequate provision to avoid damage to film.

Opinion enters into the selection of a machine, and it is quite natural that different individuals will have varying attitudes as to the seriousness of some adverse criticism or the importance of some claimed advantage. The church does not maintain a service such as the Consumers' Research Organization where machines could be tested and assigned ratings. This might well be done, as well as the establishment of specifications which will guide manufacturers in future designing.

Co-ordinating the Operations

No matter how much planning and production work has gone into the preparation of a particular audio-visual presentation, and no matter how mechanically perfect is all equipment used in production and projection, the total effect to be gained is to a great degree dependent upon the co-ordination of projection operations. It is very true that the projectionist is limited as to how much improvement

can be made in a poorly-prepared film, but it is unfortunately true that an otherwise satisfactory presentation can be severely marred by poor projection technique, which frequently affects subsequent programs, since very often the film, motion-picture or filmstrip, is damaged due to improper use. It is to the best advantage of all concerned when care is taken to assure the proper operation of the various pieces of equipment used in the audio-visual program.

First of all, try to procure as operators people who are interested in doing the job as a special assignment and who are qualified for the task. Careful study of the operator's manual which accompanies each new machine is essential. It must be remembered that we are dealing with items of great value, some real and some intrinsic, in the church program. Costly equipment and films are involved. Care will prevent expensive dollar-and-cents expenditures for repairs and replacements. Not least, valuable time is consumed in the use of films. Make sure it is time well spent. A good rule to follow would be to let efficiency be the key word in the audio-visual program in *your* congregation. Effi-

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Are You a Visual Aid?

By ALBERTA PETERSON

Augustana Board of Parish Education.

DO you teach? Then the answer is inescapable. You are a visual aid. A visual aid is defined as any picture, model, object or device which provides concrete visual experience to the learner. Since the good teacher strives always to be a picture, a model, an object, a device in living the Christian faith, he is most surely a visual aid.

These days we grow increasingly familiar with the machinery and materials of visual education. As we progress, we likewise become more selective. We preview a film and earmark it good or bad. If we could exercise the same objectivity in scoring ourselves as visual aids, what would be the final rating? The answer is important, inasmuch as the teacher is the one visual aid that can not be returned "unused." The minute the teacher steps before his Sunday-school class he is being seen, and learning, good or bad, is taking place.

"But," you are saying, "the subject I teach is not myself. It is Christ." How true. But remember that Christ is seen as He is

projected through you yourself.

How important it becomes that your personal habits be as straight and as clean as you can make them. How necessary that your church attendance be regular and that you heed faithfully your church responsibilities. How far reaching the influence of a positive appeal to your students, your warm and friendly smile, your constant and sympathetic understanding. Ignore these responsibilities if you choose to, shake yourself loose from them, you the teacher will still be a visual aid. Unfortunately you will be a dangerous visual aid because the emphasis will be on the poor rather than on the good.

Christ the Model

Consider Christ the model of all teachers. The great truths that came from His simple, direct teaching must have hit the hearers with mightier impact because He was right there before them. His very presence in their communities gave living breath to his teachings. Christ was the foremost visual aid. Today, in our spiritual shortsightedness, we try to visualize the

Master as He stood before His classes, because in the imagery of "Teaching plus Teacher," the teaching becomes clearer.

However, let us not minimize the tremendous possibilities that belong to the modern teaching program because of the advancements made in visual education. What a splendid combination results when to an excellent teacher

is added a pack of selected visual-aid materials. Together they can perform a superb teaching job.

Consider visual aids as supplements to the teacher, not substitutes for him. There is no substitute for the truly consecrated, well-trained teacher because within such a teacher pulsates a living soul which becomes the most potent of all visual aids.

Teaching the Bible With Visual Aids

By WILSON C. EGBERT

A. L. C. Board of Parish Education.

LIKE every new tool, this one is subject to abuse. There is always danger in using new tools. Some people get so interested in the tool that they overlook the product to be fashioned. Others become so enthusiastic that they use the tool for every conceivable purpose. Some even manage to damage themselves or the material with which they work.

When projectors became available a few years ago, there were churches that used movies every Sunday, rain or shine. The whirl of the projector seemed to have an almost hypnotic fascination for those who wanted to teach "the easy way." Others used projectors and

projected material willy nilly. Of course, some things had to be learned through use, for there was little theory to guide the beginner and even less training. None the less, there were those who used movies where filmstrips or slides would have served. There were those who used slides when good flat pictures in texts were left to gather mental lint. And there were those who too consistently used materials without regard to the group to which they were shown.

Rules of Thumb

All of us have made our mistakes, and sometimes have compounded our errors in using visual tools. At the same time, it ap-

pears wise to summarize the general rules of thumb by which we may be guided in the use of visual aids in teaching the Bible. What follows is not an *ex cathedra* pronouncement. You probably could and will add other equally valuable results of your own experience.

1. *Analyze the Biblical material you wish to teach.* Some appears in narrative or Bible story form. Along this line a fair number of movies, and even more slides, have been produced. Some Biblical material used in curriculums of various sorts is concerned with a teaching or attitude. Obviously certain non-Biblical visual materials may be employed to explain, illustrate, or otherwise apply to the lesson at hand.

2. *Analyze the audience with which you work.* All of us have at one time or another said, "That's good, but it is not for children." The age of our audience and their background or experience will often determine our choice of a visual tool. One does not use a set of garage tools to repair a watch, nor a set of watchmaker's tools to repair a car. It follows that we are equally wise to use visual tools that are within the capabilities or needs of our pupils. Thus the writer prefers slides to movies for use

when pupils are to be introduced to information that is relatively new, or for use with primary children.

3. *Analyze the tools at hand.* Projected visual tools will serve best when they are integrated into your primary tools, the teacher's guide, the pupil's quarterly, and the Bible. Other supplementary tools, maps, blackboards, flat pictures, and the like are too often forgotten when they might serve as excellent assistants in presenting the lesson.

4. *Analyze your visual tool.* It would seem to me that the most disappointments in the use of visual tools come in the area of unlimited expectations. If we understand the limits of these tools, we help determine where they can be used in teaching the Bible.

Movies. Their use may be affected by local budgets, by limited facilities for showing, by the limited time of the class period, by the available supply of prints. Week-day or night use in connection with class parties, family night programs and for study groups should be explored. Many movies are paced rather fast for beginner and primary pupils. The avalanche of ideas may produce confusion rather than clear teaching. There are

certain plus factors, too, for speed of learning, intensity of attitude change, emotional values and increased amount of information imparted can not be overlooked.

Filmstrips. This teaching tool is useful with smaller groups. It is adaptable, and presents ideas in slower motion. Supplies are usually more readily available, although there are not many more Bible stories available than in the case of movies. There is a fair number of filmstrips available which apply Christian ethics and attitudes toward present-day life. The same principles of integration obtain here as in the case of movies. Use to present new material, to explain, to review, to serve as discussion point.

Slides. Slides have the value of color, an expensive commodity in both movies and filmstrips. One can assemble his own sequence of slide materials, and use slides in a variety of ways. Slides seem to be ordinarily more adaptable than other projected visual materials. A variety of such slides is on the market, covering Old and New

Testament, produced from lithographs, old masters and modern photographs. Useful in setting the stage for a lesson, to give the pupil an idea of the locale of the story, to present information about customs, to serve as a recall device.

Opaque materials. Essentially a flat picture projected by reflection from a magazine, book, or print. This type of projection makes it possible to use the contributions of the class, or to build up one's own set of pictures. Its use is obviously limited by the imaginativeness of the teacher and the establishment of a good file.

Teaching the Bible by visual tools, projected or non-projected, is a glorious challenge to our creative talents. God has given us an imagination which needs to be consecrated, a desire to share our faith which needs to be dedicated, and a whole host of new and effective tools which need to be integrated. When used for a purpose, in the best possible way we can employ them, and with the larger goal of a growing faith in Christ Jesus our Lord, visual tools can be a blessing.

Looking for some way to use visual aids in your Easter service? Such a program will appear in the next issue.

Using Recordings as Teaching Aids

By JOHN W. BACHMAN

*Chairman, Radio Department
Baylor University, Waco, Texas.*

MODERN teachers are anxious to make the best possible use of all teaching aids. We know that the lecture method of instruction has serious limitations and we are aware of the possibilities of enriching our teaching by careful use of audio-visual materials. When most of us think of teaching aids, however, we think of movies, filmstrips, slides, and perhaps charts and maps. We think almost exclusively of visual aids. We are likely to neglect the less familiar records and transcriptions. These audio aids, however, have certain advantages which recommend them as valuable supplements to the supply of visual aids.

There are so many different systems of mechanical or electronic reproduction of sound that it may be necessary to define "recordings" before we discuss them further. For the purposes of this study I will use the term "recordings" to refer to all types of records, transcriptions, wire and tape. The old standard home phonograph records are generally ten or twelve inches in diameter and revolve seventy-

eight times per minute. Newer phonograph records play at slower speeds. Some long-playing discs have very narrow grooves, rotate at thirty-three and one-third revolutions per minute and thus play much longer than the older ones.

Other Types

There are also new small records which play at forty-five revolutions per minute. Then the radio transcriptions play at thirty-three and one-third revolutions per minute and are usually 16 inches in diameter. As if this did not complicate the situation enough, an entirely different type of recording process is being used more and more widely. Instead of cutting actual grooves in records the newer machines apply invisible magnetic impressions to wire or tape. These various types have advantages and disadvantages which we can not outline in this article. More specific reference to some of the machines will be made in later paragraphs. For the moment let us simply recognize the fact that there are many forms of sound reproduc-

tions and agree to refer to them all simply as "recordings."

Recordings can be useful in religious education because they are inexpensive yet effective. Playback equipment costs less than projection equipment. Good recordings can be produced for a fraction of the cost required for movies. The absence of the visual element is not the total loss it might first appear to be. We have all experienced some disappointment when movie scenes and costumes did not conform to our own predetermined ideas. Each listener to recordings can imagine his own costumes and scenes at no cost to the producer.

Recordings Are Effective

There can be no real question as to the effectiveness of recordings. Radio uses exactly the same techniques, and the person who doubts radio's effectiveness in influencing children need only listen to their conversation or observe their play. Voices, sound effects and music combine with the listeners' imagination to produce realistic impressions and effective communication.

The main reason why many church-school teachers have never used recordings is the scarcity of information about usable programs. Unfortunately the number of good

available recordings is severely limited. This, of course, is not a particularly unusual situation in religious education and steps can be taken to remedy it. We can make a good beginning by utilizing what has already been produced. The better recordings now available were first prepared for broadcast, but can also be used for in-church instruction. Following is a list of possibilities with addresses where further information can be secured:

1. Bible stories from "The Children's Chapel." On phonograph records, 78 r.p.m. Augsburg Publishing House, 425 South 4th Street, Minneapolis, Minn.

2. "All Aboard for Adventure." Children's programs dealing with such subjects as the Bible, missions and daily living. Utilizing the familiar adventure-serial technique all are available on 16-inch transcriptions, 33-1/3 r.p.m. Some can also be purchased on phonograph records. Seventy-two fifteen-minute programs can be secured from the Protestant Radio Commission, 287 Fourth Avenue, New York City. This same agency has available the following series:

3. "Radio Edition of the Bible." Dramatic Bible readings on 16-inch transcriptions, 33-1/3 r.p.m.

Thirty-seven fifteen-minute programs.

4-6. "Families Need Parents." "So You Want to Stay Married." "All Good Things Begin at Home." A dramatic series dealing with the themes indicated in the titles. Written by Carlton E. Morse, writer of the program, "One Man's Family." Available from the Upper Room Radio Parish, 1908 Grand Avenue, Nashville 4, Tennessee. Twenty 15-minute programs.

7. "These Bonds of Love." Treating courtship, marriage and the home in dramatic form. Transcriptions produced by the Radio Commission of the Southern Baptist Convention, 427½ Moreland Avenue N. E., Atlanta, Georgia. Six 15-minute programs.

8. "The Greatest Story Ever Told." Selected dramas from the familiar Sunday evening radio program available on phonograph records from the American Broadcasting Company, 30 Rockefeller Plaza, New York 20, N. Y.

In addition, certain commercial companies are producing recorded Bible stories of varying quality, most of them poor. A possible exception is "Bible Stories for Children," fourteen Old Testament stories on three 10-inch records.

The above list is admittedly incomplete and inadequate. It is merely submitted in the hope that its appearance will stimulate the preparation of a better list. The cost of the recordings varies, of course. The average purchase price would be from two to three dollars per fifteen-minute program.

Building a Library

The teacher or church owning a recording machine can build a library of useful material by copying radio programs. To my knowledge there is nothing illegal or unfair in this practice provided the resulting recordings are not rebroadcast or used commercially. A good tape recorder is most convenient for this purpose. Some programs are not worth preserving for long periods of time and the tape can be "erased" and used again and again. Such broadcasts as "The Greatest Story Ever Told" furnish abundant material for off-the-air recordings.

The religious teacher can also make effective use of secular programs recorded off the air. Young people listen to many broadcasts which should be discussed by church groups. Such programs can furnish vivid examples of applications of Christian principles. Our

children are acquiring many attitudes and ideas through such mass media as radio. Our churches have the responsibility of assisting members in becoming discriminating Christian listeners.

We can also use recorders to produce our own programs. Classes and clubs may profit from recording simple dramatizations of Bible stories of daily problems. Occasionally such productions may be worth playing for other groups to hear. The portable tape or wire machine may also be used to record services, meetings, and discussions for the use of shut-ins. Visitors may be interviewed or the recorder taken to distant places to bring the voices of distinguished guests to the local parish.

How Used?

So it is possible to acquire recorded material for use in religious education. How can it be used? In general, to stimulate interest and response by enriching illustrations. Recordings can be used, for example, to introduce an area of study. A class or club beginning the study of reasons and remedies for family disintegration might well listen to one of the programs in the series, "All Good Things Begin at Home," listed as No. 6 above. A young class studying the

letters of Paul would listen attentively to "Puddin' Head and the Apostle Paul," in one of the "All Aboard for Adventure Series" (Adventures with the Book) listed as No. 2 above. From this record they would probably derive a feeling of personal acquaintanceship with Paul and a greater appreciation for his writings.

Adult Materials

An adult group considering modern problems would find material for discussion in recordings of occasional network programs such as "America's Town Meeting of the Air," presenting national personalities expressing viewpoints on the questions, "Are the Movies Corrupting the Morals of Our Youth?" "Is Protestant Union Possible Now," and similarly vital subjects. Every alert teacher will find frequent times when recordings can make a positive contribution to study.

Equipment

A final persistent problem connected with the use of recordings is the matter of what equipment to purchase. A local radio engineer or physics instructor will probably be your most reliable advisor. To play most of the transcriptions listed above you will need a machine which will accommodate 16-inch

discs and rotate at the slow speed of $33\frac{1}{3}$ r.p.m. Most such machines will also play smaller records which revolve at 78 r.p.m.; and can be purchased for less than one-hundred dollars. New magnetic recorders are appearing on the market every month. At the risk, therefore, of being outdated, here is a list of five familiar types of equipment.

Under \$200. The Webster Wire Recorder, a low-priced machine not recommended for music.

Under \$300. The Brush Sound-mirror, a tape machine fairly accurate in its price field.

Under \$400. The Ekotape, better quality at slightly higher cost.

Under \$750. The Magnecorder and Presto, tape machines, excellent quality at higher cost.

Monthly Conference of Teachers and Workers

Aim: To make more effective use of audio-visual materials and methods in our church-school work.

Worship Suggestions:

Scripture: Psalm 19. Proverbs 2:1-10.

Hymns: For the Beauty of the Earth, Beautiful Saviour, How Shall the Young Secure Their Hearts.

Using visual aids, prepare a brief worship period suitable for children in one of the departments. Project a colored slide on the screen and read the Scripture the slide suggests.

The Meeting Proper: Here are listed several topics which pertain to audio-visual materials and methods. Select two or three which peculiarly fit your own church-school situation. Assign these subjects to teachers who have special interest in the cause and who are eager to stir their fellows to audio-visual enthusiasm.

Limit these persons to 15-minute oral presentations and then invite the group to enter into open discussion. Get the speakers lined up well in advance so that they will have time to prepare.

The object is to bring into the light what your school has in visual aids and then to show what should be done to push these aids to their maximum teaching capacity.

1. Using visual aids with the current Christian Growth quarterlies. (You may want to divide departmentally and use the whole period.)
2. Our present filmstrip and slide library. (Mimeograph a list.)
3. Teaching with phonograph records.
4. Films for special events. (Easter, missions, worship, etc.)
5. Mounted pictures as visual aids.
6. Catechism taught with films.

Introduction to the First Audio-Visual Workshop for Lutherans

By R. A. VOGEELEY

Pastor Vogeley, dean of the first Audio-Visual Workshop for Lutherans, opened the St. Olaf meetings with a talk in which he explained the background for the workshop and expressed some of the desired outcomes. The gist of his remarks are reproduced in this article.

EDITOR.

WE Lutherans are attending an Audio-Visual Workshop at St. Olaf College. Many of us have looked forward to this workshop and have been much interested in it for two reasons, both of which are important.

Joint Venture

This is the first intersynodical workshop. It has been jointly planned and jointly sponsored. Many of us believe that more work of this type, more teachers' institutes and training clinics, can be jointly planned and jointly sponsored.

The second reason why we are here is, of course, the growing interest in audio-visual materials and methods.

Planned Three Years Ago

Three years ago at the International Workshop sponsored by the International Council of Reli-

gious Education the Lutherans discussed this question: "Why not have our own Audio-Visual Workshop from which we could receive more specific help on the use of audio-visuals in teaching the Bible, especially in the various departments of the church school, and in promoting other phases of congregational activity?" The request to have such a workshop was directed to the Intersynodical Committee of Parish Education. The Committee made various suggestions. The details for the program have been developed by representatives of the American Lutheran Church, the Augustana Lutheran Church, and the Evangelical Lutheran Church. Speakers and leaders of departmental sections represent six different synods.

To Teach More Effectively

We Lutherans want to become more effective teachers of God's

Word and will. Vital teaching makes use of every available method in order to fulfill the Great Commission. The church has always worked under Christ's divine command. We must proclaim, teach and spread the gospel of Christ, the world's Saviour. We must teach all people to "observe all that he has commanded." God's Word may be spoken, printed, broadcasted or projected. We want to use every means to teach God's Word which God has placed at man's disposal.

We Lutherans acknowledge in all that we say or do that only God's divine power, operating through the means of grace, can bring man to faith. But there are many methods by which man comes to hear or see God's Word. In the early church the spoken word was the prevailing means of instruction. The printed word was one of the powerful methods of spreading the Reformation. Now we have additional resources by which we can fulfill the Great Commission. We should use them all. We must use them well. Certainly, the Holy Spirit must continue to enlighten us. But does not our Christian growth depend, in part, upon using regularly and intelligently the means by which

we derive more and more strength from Christ, the Vine? Thus we bear fruit that glorifies our Father in heaven.

Need Intelligent Church Members

In the age in which we live, the church needs intelligent members with informed minds who are not only firmly grounded in the faith but can talk about their faith to others. If we are to teach people to observe all that Christ has commanded, we must teach them so that they not only know with their minds what Christians are to know but that they *observe* or *do* in daily life what Christians are to do.

The church needs intelligent members whose attitudes, emotions, and wills conform more and more to Christ's. Therefore, the church must teach, preach, influence, inspire, and lead all of us to Christian action. When this can be done more effectively, by using audio-visuals, then we should certainly use those materials and methods.

Non-projected Materials

When the words "audio-visual workshop" are mentioned, many people think first of projected materials and methods, plus some type of recorded material. But in drawing up the program for this work-

shop the committee tried to give time and place to as many types of audio-visual materials and methods as possible. These include the non-projected printed picture in the regular lesson series, charts, maps, turnovers, blackboard, flannelgraph, and the like.

But the program indicates that more time will be given to discussing and previewing projected aids. The film library contains many slides, filmstrips and motion pictures. Strictly audio aids have not been neglected. Records and transcriptions are also in the library. Consideration will be given to techniques for the most effective use of every audio-visual aid in the program of a church.

God has given us our eyegates and eargates. Teachers have always used those gates. The Psalmist said, "The heavens declare the glory of God." The prophets, in vivid dramatic presentation and illustrations, presented God's message to man.

In the history of the Christian church we see how the church used music, the liturgy, the great cathedrals, the art masterpieces, and the various dramatic places as teaching tools. Luther included the illustrations of his day in the catechism. Now we have slides and filmstrips

and even feature movies which deal with various phases of the Christian faith and life. Just as audio-visuals increase the effectiveness of instruction and motivation in many secular fields, whether business or education, so they can serve the church to fulfill her divine work.

As one report stated, "Audio-visual methods and materials must be judged by the extent to which they further that purpose more effectively than other methods."

Effective Learning

The very interest pupils and teachers show in audio-visuals makes for better and easier teaching. When filmstrips or movies are prepared, a great deal of work must be done so that thoughts are clearly expressed. Pictures can mean a more vivid presentation. Tests have shown that the use of audio-visuals makes for longer and more accurate retention of that which the pupils have seen and heard. The church certainly wants to take advantage of these factors.

But you will hear again and again at this workshop that the tools themselves can never replace the workmen who use the tools. No teaching material, no method of teaching can ever replace the teacher with the impact of mind

Turn to page 32

Activities

in the Field of Christian Education

By I. O. NOTHSTEIN

It Can Be Done! One of the most difficult tasks to accomplish in an old, established congregation, which has never had an adult Bible class, is to make such a class popular and successful. Such a problem is described and a way of remedying conditions is explained in detail in a recent issue of *The Lutheran Standard*, under the same caption as that which stands at the head of this paragraph.

"For almost eighty-five years it had been the accepted fact at St. John Lutheran Church, Bellevue, Iowa, that the church school was for children only. Attempts had been made to conduct Sunday-school classes for the post-confirmation age, but less than a dozen were enrolled and these were in the high school age.

"The matter was discussed by Pastor Arnold H. Jahr with the members of the church council. That meeting took place late in September 1948. At the same meeting pastor and councilmen determined not only to organize an adult Bible class but also to make

earnest and systematic efforts toward the enrollment of children in the congregation who were not attending Sunday school, and to organize a Nursery Roll Department.

"The church council was sympathetic and assured the pastor that they would personally attend the adult class if one were organized. However, they also informed him that an adult Bible class had been talked about before, yet none had ever been successfully organized.

"The next Sunday the pastor announced to the congregation that an adult Bible class would be organized on Reformation Sunday. He pointed to the connection between Reformation Day, the Bible (Evangelical — as we Lutherans like to call ourselves), and the importance of Bible study, which can best be fostered by an adult Bible class.

"In every Sunday bulletin during the intervening weeks the proposed organization of the adult Bi-

ble class was publicized together with the reasons for attendance. At every meeting of the organization during the month of October the importance and objectives of the Bible class were discussed thoroughly. A week before Reformation Sunday a special bulletin was mailed to every home in the congregation. Included was the tract prepared by the Board of Parish Education of the American Lutheran Church.

"The pastor encouraged those with whom he came in contact to attend the opening session of the Bible class, and to invite their friends to do likewise. Much to the surprise of the pastor, church council, Sunday-school teachers, and those present, forty adults joined the Bible class on Reformation Sunday."

A goal of "seventy-five by the end of the year" was set, more publicity followed, and in six weeks the goal was reached. A new goal of one hundred was set and passed, and the class is still growing. There were also valuable by-products mentioned in the article, and the total enrollment of the Sunday school, including all other departments, has increased by almost 200 per cent in less than a year.

Not Too Busy to Teach. Mr. James L. Kraft, of the Kraft Cheese Company, has for over forty years been a Sunday-school teacher in Chicago's North Shore Baptist Church. He mentioned this incidentally in his address on the occasion when he received the honorary degree of Doctor of Humanities from Huntington College.

* * *

Practical Evangelism. The Fargo District of the Red River Valley Conference, Augustana Lutheran Church, had the right idea when at a recent meeting at Gwinner, North Dakota, it resolved to assume responsibility to help subsidize the North Side Sunday School in Fargo, North Dakota, while it develops into an organized church. Every Sunday-school work, started in a new section of a city or in an unoccupied country district is a potential congregation at some future time, if it receives the proper encouragement at the right time.

* * *

Lutheran Student Association. Active as ever, this body at its last Ashram in Interlocken, Michigan, resolved to spend \$22,500 this coming year for the benefit of foreign students, and to publish a new monthly magazine to be called *The Campus Lutheran*.

Lutheran Audio-Visual Workshop

St. Olaf College, Northfield, Minnesota

August 8-11, 1949

*A Report by ELAINE PAULSEN
Minneapolis, Minnesota.*

The Lutheran Audio-Visual Workshop of 1949 was the first intersynodical Lutheran attempt to hold an audio-visual workshop. It was co-operatively sponsored by the Parish Education Departments of the American Lutheran Church, Augustana Evangelical Lutheran Church, and Evangelical Lutheran Church.

Held at St. Olaf College

The facilities of St. Olaf College adapted themselves very well for the purposes of the workshop. Agnes Melby Hall was used for dormitory space, Ytterboe Hall for cafeteria service, Administration building and WCAL Studio A for all classes, sessions, and previews.

The workshop dean was Rev. Raymond A. Vogeley, Director of Parish Education of the American Lutheran Church.

The program included worship, panel discussions, lectures, addresses, previews, evaluation forum, demonstration classes, and special interest sessions.

Four Bodies Participate

The four Lutheran bodies, United Ev. Lutheran Church, Evangelical Lutheran Church, Augustana Ev. Lutheran Church, and American Luther-

an Church were represented on the program by leaders for the devotional periods: Prof. Elmer Rasmussen, Blair, Nebr.; Dr. J. C. K. Preus, Minneapolis, Minn.; Pastor G. A. Johnson, Norway, Mich.; and Rev. George Schultz, Columbus, Ohio, respectively.

The morning general sessions were devoted to the topics: "The Principles in Teaching the Bible with Non-projected, with Projected Visual, and with Projected Audio-Visual Materials." Miss Della Olson, E. L. C., Minneapolis, was chairman of the panel (including Rev. Wilson Egbert, A. L. C., Columbus, Ohio; Miss Oletta Wald, L. B. I., Minneapolis; and Elaine Paulsen, E. L. C., Minneapolis) which discussed non-projected materials. Rev. Wilson Egbert discussed projected visual materials. Rev. Paul Kiel, St. Louis, Missouri Synod, also Director of Church-Craft Pictures, discussed projected audio-visual materials.

Meet by Departments

Each day following the general session those in attendance were divided according to departmental preference for demonstration classes and workshop periods. The children who accompanied their parents and a few children from the local E. L. C. church were used in the demonstration classes. The leaders were; Preschool: Miss

Ernestine Sanden, Alexandria, Minn., Augustana; Primary: Miss Elaine Paulsen, Minneapolis, Minn., E. L. C.; Junior: Miss Oletta Wald, Minneapolis, Minn., L. B. I.; Intermediate: Rev. Wilson Egbert, Columbus, Ohio, A. L. C.; Senior: Mr. G. Loken, Outlook, Saskatchewan, Canada, E. L. C.; Adults: Rev. Arnold Jahr, Bellevue, Iowa, A. L. C.

The afternoon general sessions were devoted to "Teaching Missions with Audio-Visual Aids" by Rev. F. S. Hal-langer, St. Paul, Minn., and "Teaching the Catechism with Audio-Visual Materials" by Rev. Arnold Jahr.

Special Interests Groups

Again the workshop divided into groups according to special interests. Mr. Paul Rusten, E. L. C. Films, Minneapolis, had "Organizing and Operating an Audio-Visual Program in the Congregation"; Mr. Robert E. A. Lee, E. L. C., Minneapolis, "Techniques of Recording, Radio Writing and Production"; Mr. Warren Holmen, Augustana, Minneapolis, "Audio-Visual Production Techniques, Professional and Local"; and John W. Bachman, Baylor University, Waco, Texas, A. L. C., "Radio and Recording in the Local Church, Radio Station Relations and Radio Appreciation."

During the remainder of the afternoon opportunity was provided for scheduled previews and individually arranged previews. The films library was managed by the personnel of E. L. C. Films. The materials for the library were loaned by E. L. C. Films, Wartburg Press, Wartburg Films

Service, American Lutheran Parish Education, Augustana Audio-Visual Service, U. L. C. Board of Publications, Missouri Synod Visual Education Service, Church-Craft Pictures, Cathedral Pictures.

Materials on Display

A display of non-projected materials was arranged through the courtesy of Augsburg Publishing House, Augustana Book Concern, Augustana Parish Education Department, Augsburg Music Store, E. L. C. Parish Education, and Wartburg Press.

The evening general sessions included Dean Vogeley's opening address, a forum on "How to Evaluate Films," and "Teaching Stewardship with Audio-Visuals" by Rev. George Schultz.

Staff Met Daily

Daily planning meetings of the staff were held. A spirit of unity and a desire for further co-operation was evident. The consensus of opinion seemed to be that the workshop was a step in the right direction. Some ambition for future audio-visual workshops was voiced with the hope that co-operation from more Lutheran bodies could be secured. There was considerable discussion about the unique purposes such a workshop could serve and what would best meet the needs of the Lutheran Church. More attention to local needs? More attention to leadership training? More constructive progress toward inter-Lutheran policy in production, evaluation, distribution, and utilization of audio-visual materials?

*As the Superintendent**From page 7*

should be obtained, and its use should be predetermined so that it will be adequate for all occasions. For best results in the slide and filmstrip projector, a 300-watt lamp projector should always be obtained.

Some Conclusions

We conclude, therefore, that for teaching value, the slide and filmstrip projector is far more effective for use in the church school than the movie projector. Certainly we should make use of slides and filmstrips first. Make use of movies, too, if your total church program justifies the purchase of a movie projector. Above all, plan your visual aid program well in advance; make sure that it has a purpose; then obtain good equipment and make good use of it in your total church program.

*Audio-Visual Workshop**From page 27*

upon mind and personality upon personality.

More to Learn

There are still many things to learn in the use of audio-visu-
We want to know more definitely

what methods and materials are best for certain age groups. Here we want to learn primarily how to teach the Bible more effectively with all of these tools, but we also want to learn about teaching the catechism, about mission work, and about evangelism. There are many other fields that should be investigated, but in the short time of this workshop all can not be touched. We hope to present general principles at the plenary session and then try these principles in the departmental workshop periods.

We also want to keep in mind that we are here not merely for our own benefit, but that from this group will come additional suggestions and helps for all congregations that want to be able to use more effectively the various materials and methods that are now available.

*Effective Audio-Visual**From page 15*

ciency is what visual aids are intended to exemplify.

The church has found in visual aids the potential for effective teaching instruments. What it needs now is the realization of the fact that these instruments demand proper use to make them effective.